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ABSTRACT

Noting that understanding the contexts, continuities, and controversies of early childhood education is especially challenging because of the diversity in the field, this book provides a critical examination of the issues and controversies surrounding early childhood practices, policies, and professional development. Following an introduction describing the book's framework, philosophical stance, and the emerging key questions, the book is organized around three themes: examining the child, family, and cultural contexts; curricular trends and issues influencing practices; and policy and professional development issues. The chapters are: (1) "Development Issues Affecting Children" (C. Stephen White and Joan Packer Isenberg); (2) "Young Children's Affirmation of Differences: Curriculum That Is Multicultural and Developmentally Appropriate" (Edwina Battle Vold); (3) "Perspectives on Inclusion in Early Childhood Education" (Doris Bergen); (4) "Working with Families of Young Children" (Kevin J. Swick); (5) "Developmental Appropriateness: New Contexts and Challenges" (Shirley C. Raines and John M. Johnston); (6) "Assessing and Reporting Young Children's Progress: A Review of the Issues" (Sue C. Wortham); (7) "Shaking the Very Foundations of Emergent Literacy: Book Reading versus Phonemic Awareness" (Lea M. McGee); (8) "Sensitivity to the Social and Cultural Contexts of the Play of Young Children" (Fergus Hughes); (9) "Educational Technology in the Early and Primary Years" (Sudha Swaminathan and June L. Wright); (10) "Counting the Cost of Caring: Intended and Unintended Consequences of Early Childhood Policies" (Frances O'Connell Rust); (11) "Global Education: Why and When To Teach It?" (Louise Boyle Swiniarski); and (12) "The Professional and Social Status of the Early Childhood Educator" (Doris Pronin Fromberg). Each chapter contains references. (KB)

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